Data: What to Look For From the School Level

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December 6, 2010

Assumptions

- CFDs/CFDs/CFDs
  - Correlation of texts to state standards
- In-depth understanding of Blueprint Summary Tables
  - Reporting Categories

Grade 4 Mathematics Test
Blueprint Summary Table

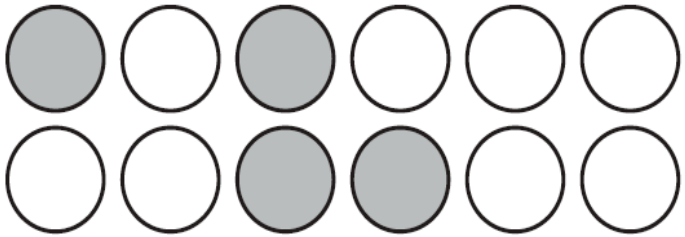
Reporting Categories	Number of Items	Grade 4 SOL
Number and Number Sense	8	4.1a,b,c 4.2a,b,c 4.3 4.4a,b,c
Computation and Estimation	12	4.5 4.6 4.7 4.8 4.9a,b,c
Measurement and Geometry	12	4.10a,b,c 4.11a,b,c 4.12a,b,c 4.13a,b 4.14 4.15a,b 4.16 4.17a,b,c 4.18
Probability and Statistics	8	4.19a,b 4.20
Patterns, Functions, and Algebra	10	4.21 4.22
SOL Excluded From This Test		None
Total Number of Operational Items	50	
Field Test Items*	10	
Total Number of Items	60	

*These field test items will *not* be used to compute students' scores on the test.

Assumptions

- Construction of quality assessments
  - Relying on end-of-unit assessments from textbook manufacturers
  - Collection and review of *assessment binders*
  - Issues related to stamina
  - Having a sound knowledge of question format (SOL assessments)

15 A fractional part of this group of circles is shaded.



Which group of stars is shaded to represent a fraction with an equivalent value?

A 

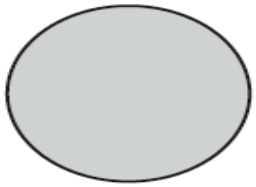
B 

C 

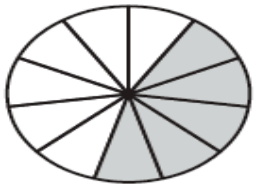
D 

Do your teachers understand students may use a calculator for this problem?

17 **The model below is shaded to represent one whole.**

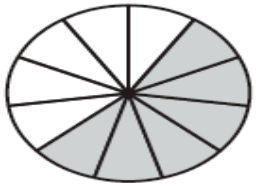


The following model is shaded to represent a fraction of a whole.

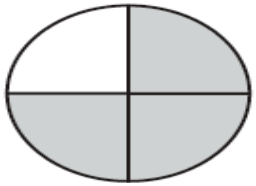


Which is shaded to represent a fraction *less than* the fraction modeled above?

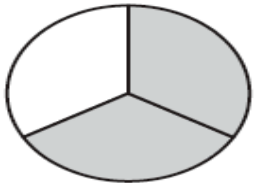
A



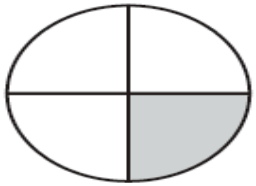
B



C



D



Do your teachers understand students may use a calculator for this problem?

39 Yolanda has 10 red tomatoes and 2 green tomatoes in a bag. All the tomatoes are the same size. If Yolanda takes 1 tomato from the bag without looking, which *best* describes the chance it will be a green tomato?

A Certain

B Likely, but not certain

C Unlikely, but not impossible

D Impossible

Do your teachers realize that some terms above and beyond terms within the CFDs are emphasized each year on certain assessments?

10. The following is a timeline created by the author. Which of the following details should be written in the empty space?

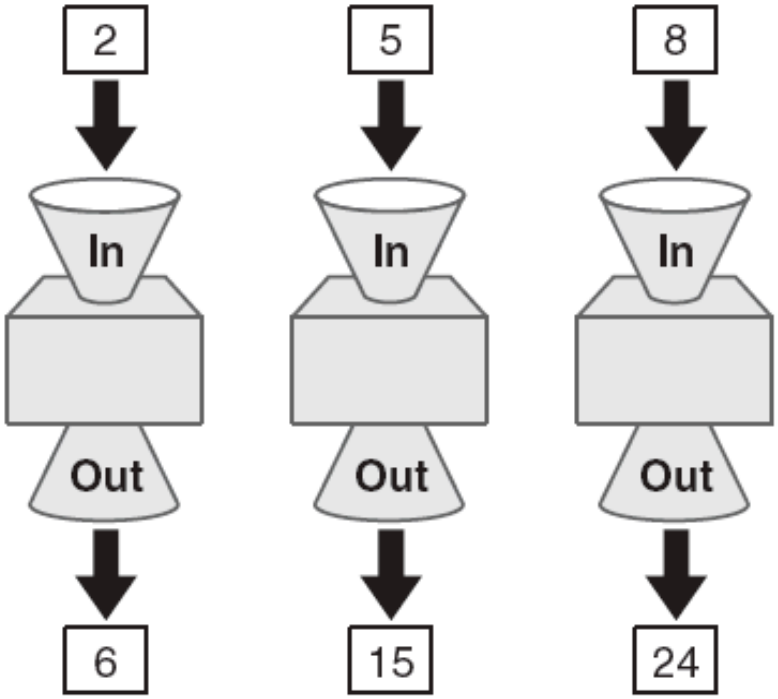
First	Ma rejoined the flock
Next	Fly jumped into the back of the Land Rover
Third	Cattle thieves were hidden and watching
Then	_____
Finally	Babe was running up the hill

F The men backed the truck into the field
G Babe squeezed under the gate
H The sheep ran toward Babe
J Two collies were chasing the sheep

Do your teachers realize that 95% of graphics on SOL reading tests (3-8) are insertion graphics?

50 **A number machine uses a rule to change numbers into different numbers. The following picture shows what happens when three different numbers go into and come out of the same number machine.**

Do your teachers include FAQs not found in textbooks in their assessments?



What number should come out if the number 12 goes into this number machine?

F 16

G 22

H 33

J 36

Assumptions

- Too many building administrators assume teachers understand how AYP is calculated.
  - Do teachers know the % pass rates for subgroups in the school…in their classroom?
  - Do teachers understand how “bubble groups” can impact AYP?

AYP Objectives			
Annual Measurable Objectives	2007-2008	2008-2009	2009-2010
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	N
English Performance - Black	N	Y	N
English Performance - Economically Disadvantaged	N	Y	N
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	N	Y	Y
Mathematics Performance - Economically Disadvantaged	N	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y

Key: Y = Met objectives
N = Did not meet objectives
RN = Reduced failure by ten percent but did not meet other academic indicator

Assumptions

- Too many building administrators assume teachers understand how AYP is calculated.
  - Do teachers know the % pass rates for subgroups in the school…in their classroom?
  - Do teachers understand how "bubble groups" can impact AYP?
  - Why are AYP Detail Reports not being shared with teachers?
  - Do teachers/administrators really understand how R10 is calculated?

Subgroup	Data Source	Students Counted	Total Students	Rate	AMO	AMO Met?
All Students	3-Year	2175	2380	91.38%	81%	Yes
	Current	774	815	94.96%	81%	Yes
	Previous	702	770	91.16%		
Black	3-Year	678	794	85.39%	81%	Yes
	Current	245	271	90.40%	81%	Yes
	Previous	218	255	85.49%		
Economically Disadvantaged	3-Year	574	688	83.43%	81%	Yes
	Current	236	263	89.73%	81%	Yes
	Previous	170	206	82.52%		
Hispanic	3-Year	36	38	94.73%	81%	TS
	Current	14	14	100.00%	81%	TS
	Previous	12	12	100.00%		
Limited English Proficient	3-Year	12	12	100.00%	81%	TS
	Current	4	4	100.00%	81%	TS
	Previous	6	6	100.00%		
Students with Disabilities	3-Year	228	315	72.38%	81%	No
	Current	69	88	78.40%	81%	R10
	Previous	79	105	75.23%		
White	3-Year	1370	1453	94.28%	81%	Yes
	Current	481	496	96.97%	81%	Yes
	Previous	438	468	93.58%		

AYP Objectives			
Annual Measurable Objectives	2007-2008	2008-2009	2009-2010
English Participation - All Students	Y	Y	Y
English Participation - Black	Y	Y	Y
English Participation - Economically Disadvantaged	Y	Y	Y
English Participation - Hispanic	Y	Y	Y
English Participation - Limited English Proficient	Y	Y	Y
English Participation - Students with Disabilities	Y	Y	Y
English Participation - White	Y	Y	Y
English Performance - All Students	Y	Y	N
English Performance - Black	N	Y	N
English Performance - Economically Disadvantaged	N	Y	N
English Performance - Hispanic	Y	Y	Y
English Performance - Limited English Proficient	Y	Y	Y
English Performance - Students with Disabilities	Y	Y	Y
English Performance - White	Y	Y	Y
Mathematics Participation - All Students	Y	Y	Y
Mathematics Participation - Black	Y	Y	Y
Mathematics Participation - Economically Disadvantaged	Y	Y	Y
Mathematics Participation - Hispanic	Y	Y	Y
Mathematics Participation - Limited English Proficient	Y	Y	Y
Mathematics Participation - Students with Disabilities	Y	Y	Y
Mathematics Participation - White	Y	Y	Y
Mathematics Performance - All Students	Y	Y	Y
Mathematics Performance - Black	N	Y	Y
Mathematics Performance - Economically Disadvantaged	N	Y	Y
Mathematics Performance - Hispanic	Y	Y	Y
Mathematics Performance - Limited English Proficient	Y	Y	Y
Mathematics Performance - Students with Disabilities	Y	Y	Y
Mathematics Performance - White	Y	Y	Y
Other Academic Indicator - All Students	Y	Y	Y

Key: Y = Met objectives
N = Did not meet objectives
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Assumptions

- Do teachers understand the relationship between how school improvement plans are written and the performance of specific subgroups within schools?
  - Discussions should be taking place during the school year regarding the progress of each subgroup…and individual students within each subgroup.

ISLE OF WIGHT COUNTY SCHOOLS

TOMORROW'S IDEAS FOR TODAY'S STUDENTS

Now what?

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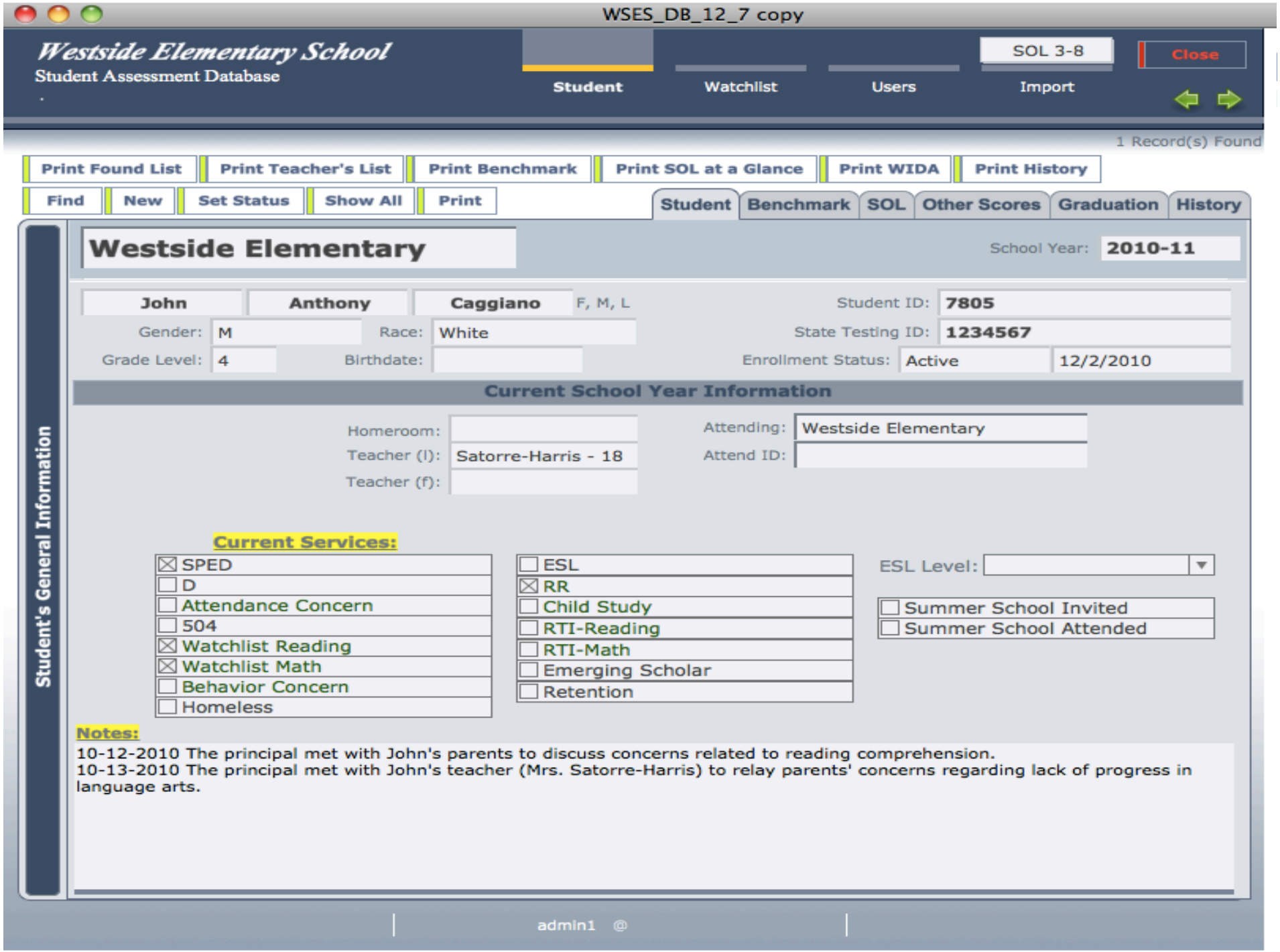
TOMORROW'S IDEAS FOR TODAY'S STUDENTS

Using Data Strategically

- Identifying "watchlist" students
  - EIMS Watchlist Report
  - Academic/Non-Academic indicators
    - Grades
    - Attendance
    - Assessments
    - Subgroups
    - Specific SOL assessments (i.e., Grade 6 math)
    - Teacher assignments
- Creation of the *Student Assessment Database* in FileMaker Pro™


WSES_DB_12_7 copy
Westside Elementary School
Student Assessment Database
Student
Watchlist
Users
SOL 3-8
Import
Close
1 Record(s) Found
Print Found List
Print Teacher's List
Print Benchmark
Print SOL at a Glance
Print WIDA
Print History
Find
New
Set Status
Show All
Print
Student
Benchmark
SOL
Other Scores
Graduation
History
Student's General Information
Westside Elementary
School Year: 2010-11
John
Anthony
Caggiano
F, M, L
Student ID: 7805
Gender: M
Race: White
State Testing ID: 1234567
Grade Level: 4
Birthdate:
Enrollment Status: Active
12/2/2010
Current School Year Information
Homeroom:
Teacher (l): Satorre-Harris - 18
Teacher (f):
Attending: Westside Elementary
Attend ID:
Current Services:
SPED
D
Attendance Concern
504
Watchlist Reading
Watchlist Math
Behavior Concern
Homeless
ESL
RR
Child Study
RTI-Reading
RTI-Math
Emerging Scholar
Retention
ESL Level:
Summer School Invited
Summer School Attended
Notes:
10-12-2010 The principal met with John's parents to discuss concerns related to reading comprehension.
10-13-2010 The principal met with John's teacher (Mrs. Satorre-Harris) to relay parents' concerns regarding lack of progress in language arts.
admin1 @

Using Data Strategically

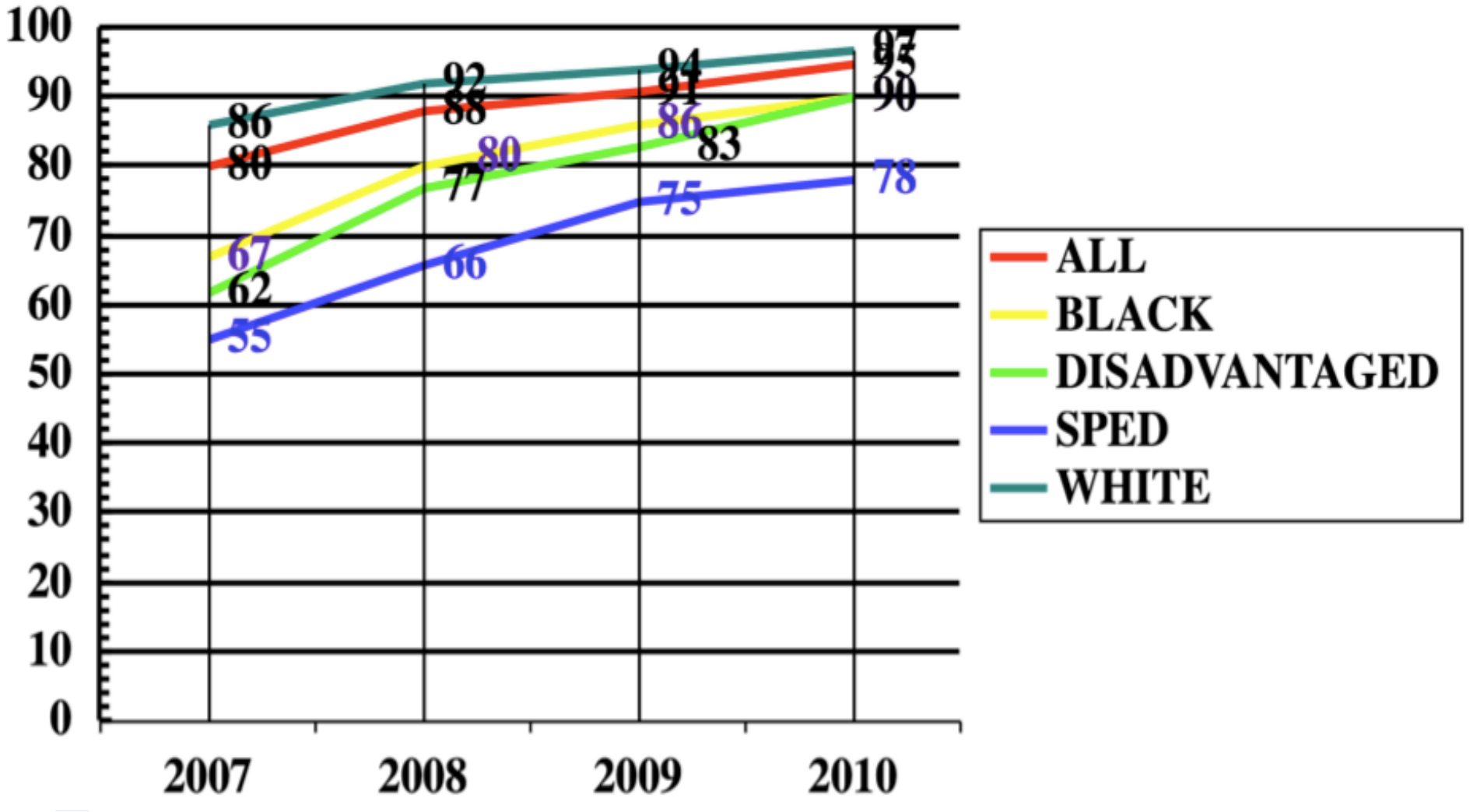
- Distributing watchlists to teachers
  - Midway through first quarter is ideal
- Creation of Student Action Plans
  - Separate plans for math and reading
  - Specific strategies are developed for individual and/or groups of students.
  - Dialogue between teachers and administrators concerning watchlist students

Using Data Strategically

- Using the *Student Assessment Database* to manage student data
  - Isolate records of watchlist students
  - Analyze data in a longitudinal format
  - Conduct various queries (i.e., # of Grade 4 SPED students who scored below 70% on 1st quarter math benchmark test)
  - Monitor performance of subgroups to assess progress towards SIP goals (i.e., analyzing achievement gap information – reading - for grade levels and school)
  - Importing from Excel/exporting to Excel
  - Generate reports for Child Study/IEP/parent meetings
  - Sharing data with colleagues

ISLE OF WIGHT COUNTY SCHOOLS
TOMORROW'S IDEAS FOR TODAY'S STUDENTS

AYP Performance: English



AYP Performance: Math